

Council of Juvenile Services

Proposed Meeting Agenda

June 8, 2015 10:00 AM, CT

Department of Corrections H-Unit Training Room

Monday, June 8, 2015 H-Unit Training Room

- 10:00 AM Welcome, Introductions, and Agenda Review (Vice-Chair Leidholt)
- 10:10 AM Approval of December 2014 Meeting Minutes (Vice-Chair Leidholt)
- 10:15 AM Budget Status Report (Bridget Coppersmith)
- Discussion of Formula FFY2011 Budget
 - Approval of submission of FFY2012 Grant Adjustment Notice to the Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- 10:30 AM Subgrant Updates (Bridget Coppersmith and Heather Van Hunnik)
- 10:45 AM FFY2015 Formula Grant Solicitation (Bridget Coppersmith)
- Approval of Application for Submission to the Office of Juvenile Justice and Delinquency Prevention (OJJDP)
 - Approval of Core Requirement Sections for Submission to OJJDP
- 12:00 PM Lunch
- 12:30 PM Compliance Monitoring Report (Heather Van Hunnik)
- 12:45 PM Tribal Advisory Group (TAG) Update, Future Funding Discussion, and Potential Award (Kathy Rutten and Tami Haug-Davis)
- 1:40 PM DOC Recommendations and Approval of Native American Programs Subgrant Awards (Bridget Coppersmith)
- Cheyenne River Sioux Tribe
 - Lower Brule Sioux Tribe
 - Rosebud Sioux Tribe
- 2:00 PM Break
- 2:10 PM Positive Action Presentation and Training Overview (Bridget Coppersmith and J. Allen)
- 3:20 PM DOC Recommendations and Approval of Delinquency Prevention Subgrant Awards (Bridget Coppersmith)
- Aberdeen (Christina Lloyd)
 - Sturgis (Dadra Avery)
 - Watertown (Kelli Rumpza)
- 3:50 PM Juvenile Justice Updates (Open to CJS Members)
- 4:00 PM Next Meeting, Wrap-up, and Adjourn (Vice-Chair Leidholt)
September 23-24, 2015 in Custer, SD

Meeting Minutes-DRAFT
South Dakota Council of Juvenile Services

December 10, 2014

Holiday Inn Express, Fort Pierre, SD

Wednesday, December 10, 2014 - Missouri Room, Holiday Inn Express

Council of Juvenile Services Members Present: Carol Twedt, Chair; Mike Leidholt, Vice-Chair and Hughes County Sheriff; Nancy Allard, Director of Trial Court Services; Dadra Avery, School Counselor at Sturgis Brown High School; Becca Bedard, Youth Member; Austin Biers, Youth Member; Kim Cournoyer, Service Provider; Judge Jeff Davis, Seventh Circuit Court Judge and Pennington County JDAI Co-Chair; Doug Herrmann, Director of Juvenile Services; Jacob Kabrud, Youth Member; Amy Lake-Harmon, Brown County Juvenile Detention Center Administrator; Aaron McGowan, Minnehaha County State's Attorney; Beth O'Toole, Professor at the University of Sioux Falls; Betty Oldenkamp, CEO of Lutheran Social Services; Lyndon Overweg, Mitchell Chief of Public Safety; and Virgena Wieseler, Director of Division of Child Protection Services.

Council of Juvenile Services Members Absent: Judge Karen Jeffries, Cheyenne River Sioux Tribe Judge; Sara McGregor-Okroi, Aliive-Roberts County; and Marissa Surrounded, Youth Member.

Others Present: Liz Heidelberger, South Dakota Statewide JDAI Coordinator; Jim Seward, General Counsel for South Dakota; Sadie Stevens, Legal Intern at the Governor's Office; Kevin McLain and Bridget Coppersmith, South Dakota Department of Corrections (DOC); and Bob Mercer, Associated Press.

1. WELCOME, INTRODUCTIONS AND AGENDA REVIEW

Chair Carol Twedt welcomed everyone to the meeting at 10:00AM on December 10, 2014 and introductions were made. Chair Twedt explained that appointments had been made since the last meeting and that Grant Walker, Vic Erlacher, Liz Heidelberger, and Arlene Ham Burr were no longer members of the Council and that Dadra Avery, Austin Biers, and Amy Lake-Harmon are the new members that the Governor appointed this year. Chair Twedt added that Aaron McGowan, Becca Bedard, and she were reappointed for another term this year. Bridget Coppersmith explained that Robyn Seibel, who was at previous Council Meetings as staff support from the South Dakota Department of Corrections (DOC), has accepted a position at the South Dakota Lottery with the Department of Revenue and that Heather Van Hunnik will start her position as a Corrections Specialist who oversees Compliance Monitoring and Disproportionate Minority Contact on December 24th.

2. APPROVAL OF SEPTEMBER 2014 MEETING MINUTES

Lyndon Overweg moved to approve the September 2014 meeting minutes, Aaron McGowan seconded. Motion carried unanimously.

3. OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION (OJJDP) AND THE PRISON RAPE ELIMINATION ACT (PREA)

Kevin McLain provided an overview of the Prison Rape Elimination Act (PREA) and explained how it is impacting South Dakota. McLain stated that Congress passed the Prison Rape Elimination Act (PREA) in 2003 with unanimous votes of both houses of Congress and that the act was intended to provide for the analysis of the incidence and effects of prison rape in Federal, State, and local institutions. McLain explained that the National Prison Rape Elimination Commission published a final draft of standards in 2009 and that the Department of Justice (DOJ) published the final rule in the Federal Register in June 2012 after they were available for public comment. The final rule became effective in August 2012. McLain

added that a state whose governor does not certify full compliance with the standards is subject to the loss of five percent of any DOJ grant funds that it would otherwise receive for prison purposes unless the governor elects to submit an assurance that the state will use the five percent only to achieve and certify full compliance with the standards in future years. McLain noted that the Formula Grants Program is subject to this requirement. McLain added that since none of the required audits of South Dakota facilities had been completed due to a lack of trained auditors, Governor Dugaard submitted an assurance that the state would use five percent of DOJ grant funds to support compliance.

Discussion ensued concerning the governors' letter of certification to be sent in May 2015, the history of the act, the standards, the cost of audits, the financial impact of being in compliance, and the status of South Dakota facilities.

Approval of PREA Subgrant Applications - Bridget Coppersmith explained that the PREA funding for subgrants comes out of South Dakota's 2014 Formula Grant Award and is five percent of the portion of the award that a state is allowed to utilize for administration purposes. Coppersmith added that a bonus amount was added from the removal of five percent from states and territories that lost their five percent reduction rather than utilizing the funds to work toward coming into compliance with PREA. The combination of the five percent reduction and the bonus amount made \$6,804 available for applicants to apply for. Coppersmith provided an overview of the applications received from Lutheran Social Services (LSS) New Beginnings Center in Aberdeen and Volunteers of America (VOA) Group Care in Sioux Falls. Coppersmith explained that LSS New Beginnings Center applied for the funds to be used to install a visual only camera system and that the VOA Group Care applied for an audit of their facility. Coppersmith added that it is the recommendation of the staff at the DOC to use the Formula Grant PREA funds in the amount of \$6,804 to award a subgrant to VOA Group Care and for the Council to support the DOC in using Juvenile Accountability Block Grant (JABG) interest money to award a subgrant to LSS New Beginnings Center as the DOC saw value in each application and both funding sources do not contain a match. Coppersmith added that a majority of the JABG interest money needs to be spent prior to the end of January 2015 which would be more in line with the LSS New Beginnings Center application of purchasing equipment as setting up and conducting an audit takes several months.

Discussion ensued concerning PREA audits and the need for an audio component to be added to the security camera system at LSS New Beginnings Center.

Sheriff Mike Leidholt moved award the VOA Group Care application using Formula PREA funds. Lyndon Overweg seconded. Motion carried with Betty Oldenkamp and Kim Cournoyer abstaining.

Judge Jeff Davis moved to support the Department of Corrections plan to fund LSS New Beginnings Center's application for a camera system utilizing JABG interest funds and suggested that the department work with New Beginnings Center to add an audio monitoring component if feasible. Beth O'Toole seconded. Motion carried with Betty Oldenkamp and Kim Cournoyer abstaining.

4. APPROVAL OF LOWER BRULE NATIVE AMERICAN PROGRAMS APPLICATION

Coppersmith explained that the Council approved for the Lower Brule Sioux Tribal Court to implement a horse therapy program in June and that due to unforeseen circumstances, the program can no longer be implemented during the grant time frame. Coppersmith provided an overview of an amendment application that Lower Brule Sioux Tribal Court submitted to utilize grant funding to hire a consultant to assist in writing policies and procedures to aid in implementing a 24 hour youth shelter. Coppersmith added that the DOC has reached out to their representative at OJJDP to see if they could provide any technical assistance.

Discussion ensued concerning the cost of hiring a consultant, similar programs across the state and on reservations, where support for the ongoing operation would come from, and the need to develop a work plan.

Betty Oldenkamp moved to deny the amended application and encourage Department of Corrections staff to work with Lower Brule Sioux Tribal Court to develop and submit a detailed work plan to be brought before the Council Executive Committee. Judge Jeff Davis Seconded. Motion carried unanimously with Kim Cournoyer abstaining.

5. APPROVAL OF THE SFY2014 ANNUAL REPORT

Coppersmith explained that the content and layout of the SFY2014 Annual Report is complete with the exception of a few data components. Coppersmith added that the complete publication will be done in time for distribution early in the legislative session. Coppersmith stated that at the September Council Meeting, Judge Karen Jeffries, Doug Herrmann, Virgena Wieseler, and Nancy Allard volunteered to review the report prior to printing the publication and they along with staff will review the annual report prior to print.

Discussion ensued concerning the benefit of the layout and the distribution plan of the report.

Lyndon Overweg moved to approve the SFY2014 Annual Report with the understanding that it will be reviewed prior to print and that minor changes may be made. Doug Herrmann seconded. Motion carried unanimously.

6. BUDGET STATUS REPORT

Coppersmith provided an overview of the budget status of the FFY2011 Formula Grant Award. Coppersmith explained that as of December 1, 2014 there was a remaining balance of \$290,983 which is expected to be fully expended by the award end date of September 30, 2015. Coppersmith noted that \$60,000 can be moved internally between program areas which will aid in spending down the award since Native American Programs is already negative. Coppersmith added that this is the last award of \$600,000 before the Formula Grant Awards drop to \$400,000 per year. Coppersmith added that as part of the delinquency prevention program area, the staff of the DOC is planning to have a Positive Action overview training in conjunction with the June Council Meeting. Coppersmith explained that the training would include presentations from sites currently implementing Positive Action under the Formula Grant Program and that funds would be made available for curriculum through a subgrant process to jurisdictions interested in implementing Positive Action in their school systems.

7. APPROVAL OF FFY2015 THREE YEAR PLAN: COUNCIL VALUES AND PROBLEM STATEMENTS

Chair Twedt turned the meeting over to Vice-Chair Sheriff Mike Leidholt to walk through the Council Values and Problem Statements. Vice-Chair Sheriff Leidholt explained that the values and statements have come a long way since they were first developed and that in recent years there have been minor changes.

Discussion ensued over possible changes to the values. The first recommended amendment was to add "consistent with the needs of the child" to have the value read "all children shall receive evidence-based services consistent with the needs of the child in the least restrictive community based environment available". The second recommended amendment was to change the value that read "all children, parents, communities, and the juvenile justice system shall demonstrate accountability in the development of a plan for the youth" to read "all children, parents, communities, and the juvenile justice system shall demonstrate accountability in the development and provision of services for youth". The final recommended amendment changed the value "all children shall receive equal justice regardless of race, which is essential to effectively address Disproportionate Minority Contact" to "all children shall receive culturally appropriate justice which is essential to effectively address Disproportionate Minority Contact".

Nancy Allard move to adopt the Council Values as amended. Doug Herrmann seconded. Motion carried unanimously.

Discussion ensued concerning the problem statements and staff direction was given to separate the last problem statement into two statements to address alternatives to detention and delinquency prevention prior to the March Council Meeting.

Chair Twedt moved to direct staff to split the final problem statement for review at the March Council Meeting and that the remaining problem statements remain the same. Judge Jeff Davis seconded. Motion Carried Unanimously.

Vice-Chair Sheriff Leidholt turned the meeting back over to Chair Twedt.

8. JUVENILE JUSTICE UPDATES

Betty Oldenkamp explained that the Functional Family Therapy program associated with Disproportionate Minority Contact in Minnehaha County kicked off the morning of December 10, 2014 and that seven therapists are being trained in Sioux Falls, Brookings, Aberdeen, and Rapid City and will start with caseloads after training is complete. Oldenkamp added that the caseload of each therapist is fifteen cases and that each case will last between eight and twelve weeks. Chair Twedt noted that former Council Member Judge Janine Kern has been appointed to the South Dakota Supreme Court.

9. NEXT MEETING LOCATION AND DATES

Coppersmith explained that calendars were sent in the mailing for each member to have input on which dates they would be able to meet on in 2015. Coppersmith stated that the March meeting will be over the Digital Dakota Network (DDN), the June meeting is expected to be in conjunction with a Positive Action training and be two days in a location where lodging and accommodations can be met for a large group at state rate, the September meeting will be two days in Custer and will include a tour of the campuses that make up STAR Academy, and that the December meeting will be one day and either in Oacoma or Pierre.

10. JUVENILE DETENTION ALTERNATIVES INITIATIVE (JDAI) PRESENTATION

Coppersmith explained that in 2009, the Council determined that it was in the best interest of the youth of South Dakota to pursue strategies that promote the examination of local juvenile justice systems and help them coordinate a comprehensive continuum of system services and alternatives to secure detention. Coppersmith state that the Juvenile Detention Alternatives Initiative (JDAI), developed and supported by the Annie E. Casey Foundation, was identified as the model through which these goals would be undertaken and that the Council identified Minnehaha and Pennington Counties as alternative to detention pilot sites. Coppersmith noted that at the Council's June 2013 Meeting, the Council approved for JDAI to be implemented under the Unified Judicial System and Liz Heidelberger, formally the Pennington JDAI Coordinator and Council Member, was hired as the Statewide JDAI Coordinator.

Liz Heidelberger, South Dakota Statewide JDAI Coordinator, presented an overview of the progress of JDAI in South Dakota since June 2013. Heidelberger explained that statewide expansion is different from implementing in one jurisdiction due to the rural nature of South Dakota and that expansion needs to be more creative to implement with fidelity to the model while doing what is best for the location. Heidelberger noted that JDAI is currently being implemented in Lincoln, Minnehaha, and Pennington Counties which consist of 39.6% of the state population of youth ages 10-17. Heidelberger explained that to go statewide, she is looking at one core strategy of the model at a time verses picking new sites and implementing for three years at a time in order to keep the momentum moving forward across the state. Heidelberger noted that the presiding judges in South Dakota unanimously agreed to move forward with a Supreme Court Rule requiring the use and completion of the Risk Assessment Instrument (RAI) at the point of intake by detention center staff. Heidelberger added that the rules hearing is scheduled for the end of January 2015. Heidelberger explained that by looking at data collected by using the RAI, jurisdictions will be able to have a better picture of the youth in their jurisdiction and which alternatives to detention might best serve them. Heidelberger added that Butte and Lawrence Counties are moving forward with

JDAI implementation and that with the addition of those two counties, JDAI will be implemented with 43.2% of South Dakota youth ages 10-17.

Discussion ensued concerning the completion of the RAI at detention centers, coordination of JDAI, the override rate of the RAI, data collection, ways of funding alternatives, and the importance and success of JDAI.

11. ELECTION OFF CJS CHAIR AND VICE-CHAIR

Chair Twedt turned the meeting over to Coppersmith to oversee the annual election of the Council Chair and Vice-Chair. Coppersmith explained that the Council Chair cannot be a full time government employee and that the elected Chair and Vice-Chair will start their term following the adjournment of the meeting. Coppersmith noted that Chair Twedt has requested not to be nominated for Chair or Vice-Chair.

Judge Jeff Davis nominated Betty Oldenkamp for Council Chair and Sheriff Mike Leidholt as Council Vice-Chair. Chair Twedt seconded. Motion carried unanimously.

Coppersmith turned the meeting back over to Chair Twedt.

12. JUVENILE JUSTICE REINVESTMENT INITIATIVE PRESENTATION

Jim Seward, General Counsel for South Dakota, presented an overview of the South Dakota Juvenile Justice Reinvestment Initiative and the findings of the work group. Seward explained that the major findings of the work group's analysis of juvenile populations in the custody of the DOC and under the supervision of Unified Judicial System (UJS) included the following: court diversion is used inconsistently across the state; seven out of ten DOC commitments are for misdemeanor offenses, Children in Need of Supervision (CHINS) violations, and probation violations; fewer youth are being committed to DOC, but are staying longer which does not always result in better outcomes; admissions to probation are declining but are increasingly lower risk youth; the length of probation supervision is increasing; and evidence-based interventions for juvenile offenders are not sufficiently available in the community. Seward added that the work group developed recommendations trying to find ways to create dollars to reinvest in community based alternatives. Seward noted that some of the recommendations include establishing presumptive probation and Community Alternatives Response Teams (CARTs), decreasing lengths of stay in the DOC, increasing the use of diversion, capping the duration of probation at four months, ensuring access to effective interventions for youth in rural areas, developing a Native American pilot program, and designating certain offenses as ticketable offenses to be processed similar to municipal curfew and tobacco violations. Seward explained that should the legislature pass the reforms that are recommended by the workgroup, the projections show that in five years there would be a 64% reduction in the number of children committed to the DOC.

13. WRAP-UP AND ADJOURN

At 2:32 PM, Aaron McGowan moved to adjourn, Judge Jeff Davis seconded. Motion carried unanimously.

Recorded by Bridget Coppersmith, Juvenile Justice Specialist

Federal Fiscal Year 2011 Formula Grant Allocation

Balance as of 5/22/2015

Extended End Date of 9/30/2015

Category	FFY11 Budget	Expended to 5/22/2015	Current Balance 5/22/2015	Projected Expenses 5/23/2015- 6/30/2015	Projected 6/30/2015 Balance	Projected Expenses 7/1/2015-9/30/2015	Projected 9/30/2015 Balance
Administration	\$60,000	\$32,683	\$27,317	\$3,000	\$24,317	\$4,500	\$19,817
SAG	\$30,000	\$16,297	\$13,703	\$1,000	\$12,703	\$2,000	\$10,703
Jail Removal/DSO/S&S	\$60,000	\$67,385	-\$7,385	\$5,000	-\$12,385	\$10,000	-\$22,385
Compliance	\$35,000	\$31,015	\$3,985	\$2,000	\$1,985	\$9,985	-\$8,000
DMC	\$140,000	\$105,043	\$34,957	\$11,700	\$23,257	\$77,893	-\$54,636
Native American Programs	\$75,000	\$87,412	-\$12,412	\$3,000	-\$15,412	\$15,000	-\$30,412
Delinquency Prevention	\$200,000	\$138,322	\$61,678	\$37,075	\$24,603	\$24,603	\$0
Total	\$600,000	\$478,157	\$121,843	\$62,775	\$59,069	\$143,981	-\$84,912

Federal Fiscal Year 2012 Formula Grant Allocation

Balance as of 5/22/2015

End Date of 9/30/2015 - Grant Adjustment to extend to 9/30/2016

Category	Current FFY12 Budget	FFY12 Amendment	FFY12 Amended Budget
Administration	\$40,000.00	-\$20,000.00	\$20,000.00
SAG	\$20,000.00	-\$5,000.00	\$15,000.00
Jail Removal/DSO/S&S	\$100,000.00	-\$40,000.00	\$60,000.00
Compliance	\$25,000.00	-\$5,000.00	\$20,000.00
DMC	\$95,000.00	-\$10,000.00	\$85,000.00
Native American Programs	\$40,000.00	\$20,000.00	\$60,000.00
Alternatives to Detention	\$80,000.00	-\$80,000.00	\$0.00
Delinquency Prevention	\$0.00	\$140,000.00	\$140,000.00
Total	\$400,000.00		\$400,000.00

South Dakota Tribal Juvenile Justice Advisory Group Strategic Plan 2015-2016

Objective: The South Dakota Juvenile Justice Tribal Advisory Group is an assembly of representatives from the nine tribes of South Dakota who share resources and data, provide advocacy and education to stakeholders in the juvenile justice system, and who seek sustainable funding and cultural sensitivity to achieve positive outcomes for tribal youth and families.

Goal #1 – Engage representatives from the nine sovereign nations to identify needs, resources, and tools to address mission

Action Steps	Person Responsible	Process	Outcome Measure	Completion date
a) Identify tribal representatives to invite to the meeting	SDVC Staff/ Network staff with assistance of TAG members	Reach out to current TAG members, Native Nation Builders through Network, JJRI work groups, tribal leadership through Great Plains Tribal Chairman's Association, US Attorney's Office, and other identified potential contacts.	Rebuild the TAG with new leadership and dedicated representatives from the nine sovereign nations	Invite representatives to attend the Summer 2015 TAG meeting to listen to needs and resources for tribal youth and families.
b) Provide currently available resource tools	SDVC/Network staff with assistance of Kids Count/ Carol Cochran	Provide Kids Count tribal specific resource to tribal representatives at the TAG meeting	Tools will be provided respectfully and offer data specific per nation	Summer 2015 meeting (time, date, and place yet to be determined)
c) Facilitate discussion of needs, resources, and healing within a traditional circle of listening	SDVC/Network will identify a traditional Native facilitator	As every nation is different, it is important to identify the similarities for facilitator process to build relationships, listen, promote healing, and develop a TAG plan.	Relationships will be strengthened with respect provided in culturally responsive manner to respect the sovereignty of each nation.	TAG Summer 2015

Action Steps	Person Responsible	Process	Outcome Measure	Completion date
d) Invite the Helpline Center Director to discuss resources for suicide prevention for tribal youth	SDVC/Network staff	The Helpline Director can offer resources and information of current project and services on tribal lands.	Resources and tools to assist tribal families and youth	TAG Summer 2015 meeting

Goal #2 – Discussion of JJRI and provide healing for Native people to address the crises with Native youth and families

Action Steps	Person(s) Responsible	Process	Outcome Measure	Completion Date
a) During the TAG meeting in January/February 2016, provide information specific to the JJRI and its identified impact on the sovereign nations	SDVC/Network will seek input from the Governor's Office, DOC and elected officials regarding the status and information to be shared	As cited in JJRI, a pilot project to improve outcomes for Native American youth is to be developed led by the Dept. of Tribal Relations.	JJRI indicates that this information should impact information sharing about youth under supervision; sharing treatment resources across jurisdictions; joint supervision; and transfer of supervision	TAG meeting in January/February 2016
b) Invite someone from the Dept. of Tribal Relations and/or the identified group to present about JJRI	SDVC/Network and DOC will identify presenters	Between the Summer 2015 and the January/February 2016 TAG meetings, SDVC and the Network will maintain and develop the tribal relationships to identify key leaders and tribal representatives that can assist the group with the JJRI and to utilize the information to impact their nation.	The JJRI pilot program is to improve outcomes among Native American youth	During Summer and Winter TAG meetings/ presented at January/February 2016 TAG meeting

Action Steps	Person Responsible	Process	Outcome Measure	Completion date
c) Provide healing and listening in a culturally respectful approach to discuss the needs of youth and families	SDVC/Network will provide a culturally respectful listening and healing circle with a traditional Native facilitator	To truly understand the needs and impact on youth and families and the interaction with the juvenile justice system, providing a discussion format of respect, listening, and recognizing the culture is imperative to continue dialogue to impact sustainable change.	Healing and listening provides culturally responsive dialogue and encourages ongoing work to resolve the issues impacting Native entering the juvenile justice system and their families.	TAG meeting in January/February 2016
d) Invite the Helpline Center Director if necessary to provide resources and information	SDVC/Network staff will navigate the needs of the TAG members and determine if further information specific to youth suicide would be helpful	Healing and listening are important for non-Native people to truly understand the needs and issues that impact the sovereign nations. As the youth and families are greatly impacted by loss of hope and crises, continued resources may be helpful.	Resources and tools can further help youth before, during, and after their involvement with the juvenile justice system. More resources to keep youth in their communities while still addressing their challenges can be helpful for families.	TAG meeting in January/February 2016

Goal #3 – Provide data, resources, education, advocacy and sustainable funding opportunities for the sovereign nations

Action Steps	Person Responsible	Process	Outcome Measure	Completion date
a) Map which tribes have a need and how current positions are funded.	TAG members with assistance from SDVC Staff	Determine the identified needs, resources, etc. from earlier TAG meetings and gather information to be shared to discuss funding options	Information will be gathered and presented at May 2016 TAG meeting	2016 May TAG

Action Steps	Person Responsible	Process	Outcome Measure	Completion date
b) Identify potential stable funding sources.	TAG and Council of Juvenile Services members	Identify funding sources and process for application and assistance	Information will be gathered and presented at May 2016 TAG meeting	2016 May TAG
c) Promote/advocate for identified funding sources to address unmet need	TAG in collaboration with other stakeholders as indicated.	Continue to have contact with TAG members and tribal representatives to meet needs, find resources, and addresses gaps for tribal youth in the juvenile justice system	Information will be gathered and presented at May 2016 TAG meeting	May 2016 TAG meeting
d) Identify community based projects for Native youth provided by the nations and invite presentations at TAG	SDVC will identify resources in collaboration with tribal representatives and leaderships	To highlight resources and community projects/programs for tribal youth, SDVC will invite the staff to present to TAG to encourage support, participate and sustainability.	Information will be gathered and presented at May 2016 TAG meeting	May 2016 TAG meeting
e) Identify additional evidence-based programs to pilot	TAG and SDVC Staff	This will be ongoing to share youth treatment resources and find community based solutions to address juvenile justice issues within the nine nations.	Information will be gathered and presented at May 2016 TAG meeting	May 2016 TAG meeting
f) Share experiences in piloting programs	TAG and SDVC Staff/ JJRI work group products	To further address the need to improve outcomes for Native American youth, including youth under supervision, joint supervision, and transfer of supervision.	Information will be gathered and presented at May 2016 TAG meeting	May 2016 TAG meeting

Budget Proposal:

A. Personnel

South Dakota Voices for Children: $\$47,000 \times 8\% = \$3,760$

B. Benefits

South Dakota Voices for Children: $\$3,760 \times .0765 = \288

C. Travel

In-state travel for SDVC: $300/\text{miles} \times .37/\text{mile} \times 3 \text{ trips}/\text{TAG meetings} = \333

D. Supplies

Resources, copies, and meeting supplies: $\$1,218$

E. Contractual

Travel reimbursement for participants: $300/\text{miles} \times .37/\text{mile} \times 12/\text{cars} \times 3 \text{ trips} = \$3,996$

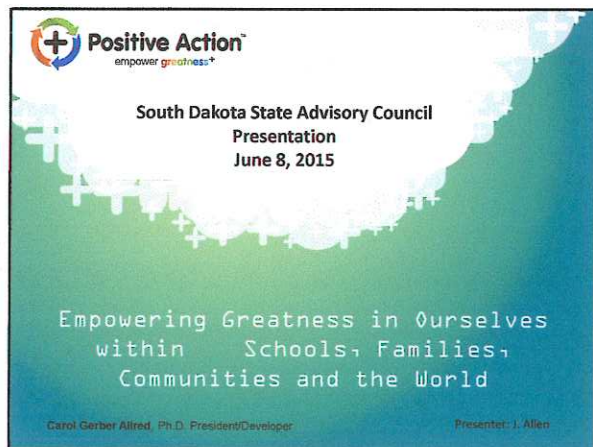
Traditional meeting facilitator for TAG meeting: $\$500/\text{day} \times 2 \text{ days} = \$1,000$

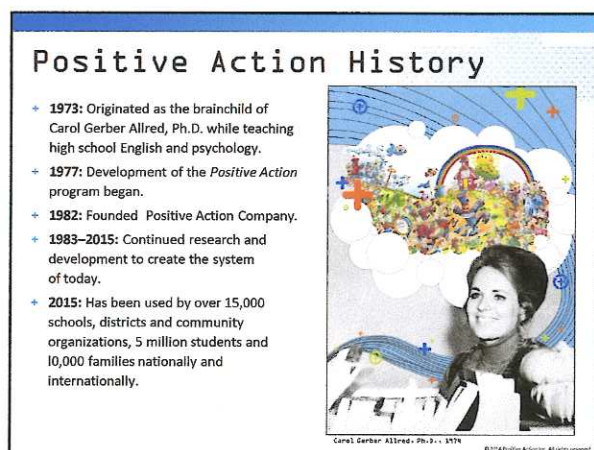
Lunch for participants: $\$9/\text{lunch} \times 35/\text{participants} \times 3 \text{ meetings} = \945

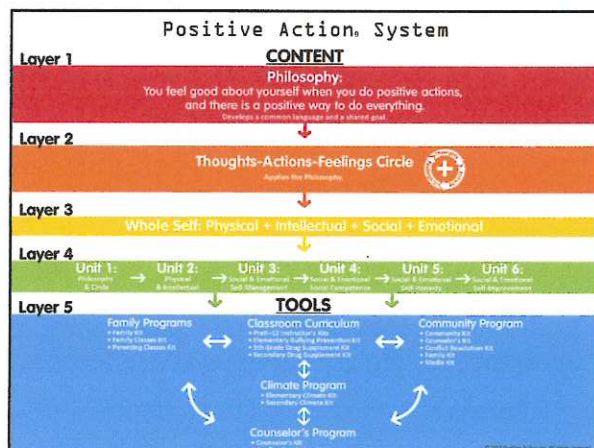
F. Other

Phone/internet expenses to correspondent with TAG members, etc. = $\$600$

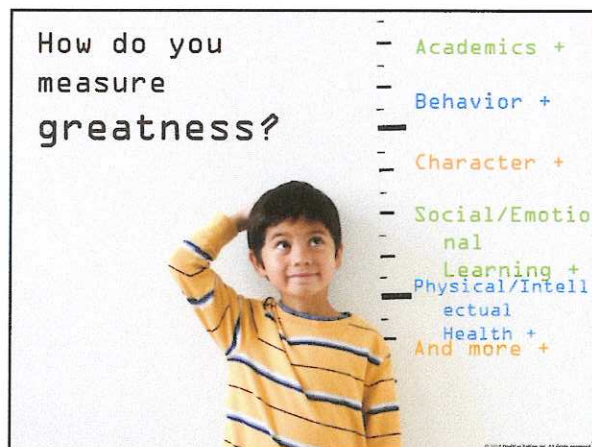
Total: $\$12,000$











Student Outcomes Checklist

Directions: Check the appropriate boxes for the outcomes you wish to achieve. Then circle the top three.

Improve:	Reduce:	
<input type="checkbox"/> Reading test scores	<input type="checkbox"/> Social bonding	<input type="checkbox"/> Family conflict
<input type="checkbox"/> Math test scores	<input type="checkbox"/> Honesty	<input type="checkbox"/> Property crime
<input type="checkbox"/> Academic achievement scores	<input type="checkbox"/> Physical health	<input type="checkbox"/> Violence
<input type="checkbox"/> School quality	<input type="checkbox"/> Intellectual health	<input type="checkbox"/> Disciplinary referrals
<input type="checkbox"/> Employment after high school	<input type="checkbox"/> Self-control	<input type="checkbox"/> Falsifying information
<input type="checkbox"/> Higher education after high school	<input type="checkbox"/> Self-concept	<input type="checkbox"/> Bullying
<input type="checkbox"/> Decision-making	<input type="checkbox"/> Self-management	<input type="checkbox"/> Truancy
<input type="checkbox"/> Competent problem-solving	<input type="checkbox"/> Self-improvement	<input type="checkbox"/> Grade retention
<input type="checkbox"/> Social problem-solving	<input type="checkbox"/> Parental involvement	<input type="checkbox"/> Gang activity
<input type="checkbox"/> Affiliation with good friends	<input type="checkbox"/> Family cohesion	<input type="checkbox"/> Drug, alcohol, and tobacco use
<input type="checkbox"/> Altruistic behavior	<input type="checkbox"/> Parent/child bonding	<input type="checkbox"/> Unhealthy food
<input type="checkbox"/> Respect	<input type="checkbox"/> Hygiene	<input type="checkbox"/> Unhealthy body mass index
<input type="checkbox"/> Consideration	<input type="checkbox"/> Healthy food & exercise	
<input type="checkbox"/> Pro-social behavior	<input type="checkbox"/> Sleep	
<input type="checkbox"/> Understand positive actions		

Key Academic Outcomes

Academic Student Scores

- ↑20.7% State reading tests
- ↑51.4% State math tests
- ↑43% African American Males' reading scores
- ↑21% All African Americans' math scores
- ↑29.7% Grades 7-8 Value-added reading scores

Academic Student Persistence and Participation

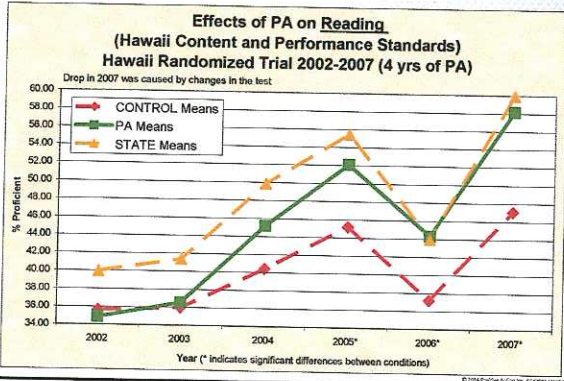
- ↓28% Absenteeism
- ↓72.7% Grade retention

Academic School Outcomes

- ↑21% School quality


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Reading Findings from Randomized Trial Study



Closing the Gap

Helps *all* students improve their academic performance;

particularly in schools with higher numbers of low income students.

Improvements in Reading and Math SAT Scores according to poverty levels

High poverty group (>51%) improved 90%

Middle poverty group (16-51%) improved 21%

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Key Behavioral Outcomes

- ↓62% Violence
- ↓51% Bullying
- ↓47% Tobacco
- ↓46% Alcohol
- ↓70% Got drunk
- ↓73% Illegal/marijuana
- ↓85% Disciplinary referrals
- ↓73% Suspensions
- ↓83% Voluntary sexual activity



Key Character/Social-Emotional Outcomes

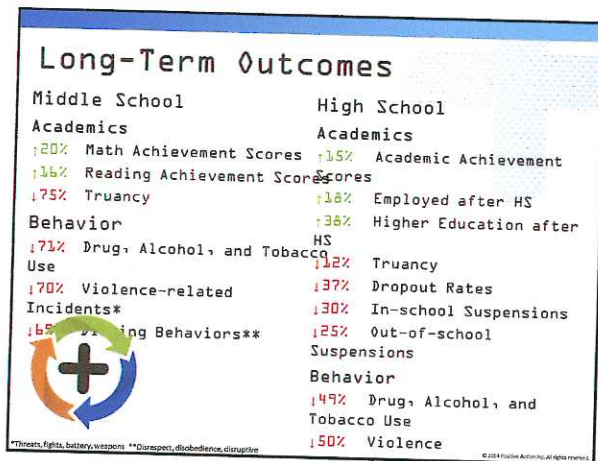
- ↓81% Aggressive problem-solving
- ↓27% Negative moral center
- ↓17% BASC Depression scale
- ↑18% Affiliation with good friends
- ↑28% Respect for teacher
- ↑19% Pro-social behavior
- ↑8% Altruistic behavior
- ↑23% Self-control

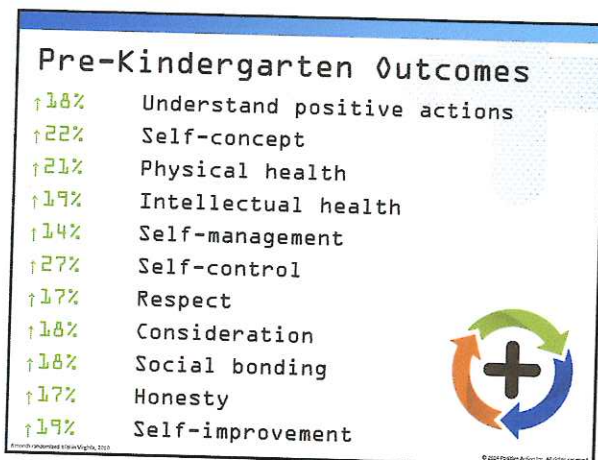


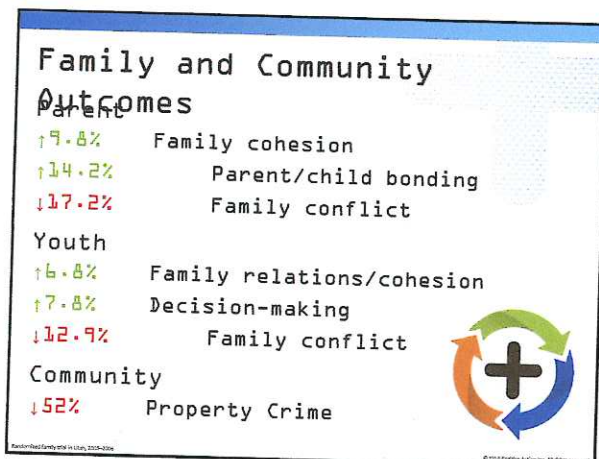
Health Behavioral Outcomes

- ↑5% Hygiene Scale
- ↑6% Healthy food and exercise
- ↑10% Sleep
- ↓7% Unhealthy food
- Overweight/Obese Status
- ↓52% Unhealthy body mass index









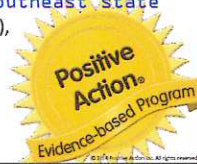
Evidence-based: Tier 2

Positive Action vs. Book Club:

- +47.4% Teacher's mean IRP (observed effectiveness of program)
- +48.1% Positive Action content knowledge
- +11.8% Engagement in program
- +15.9% Motivation to learn in program

Matched-Pair, Randomized Control Trial in rural elementary school in a southeast state

- + Education and Treatment of Children (2012), Oakes, W.P., Lane, K.L., et. al, Vanderbilt University



Validated, Evidence-based—Scientific Studies Show Outcomes Are Replicated and Sustained

- + Journal of Adolescent Health (2013)
- + American Journal of Preventive Medicine (2013)
- + International Journal of Emotional Education (2012)
- + Psychology & Health (2011)
- + Prevention Science (2011)

Matched-Pair, Cluster Randomized, Controlled Trial in Hawai'i

- + American Journal of Health Promotion (2013)
- + Journal of School Health (2012)
- + Journal of Research on Educational Effectiveness (2010)
- + American Journal of Public Health (2009)

Long-term Matched-Control in large southeastern school district

- + American Journal of Health Behavior (2003)

Two Match-controlled Comparisons in HI and NV

- + Prevention Science (2001)



Comprehensive Outcomes: It is the ONLY program on ALL of these Evidence-based

U.S. Department of Education
INSTITUTE OF EDUCATION SERVICES
What Works Clearinghouse

case
Center for the Study and Evaluation of Schools

CASEL
Collaborative for Academic, Social and Emotional Learning

Blueprint
(Annie E. Casey Foundation)

NREPP
National Registry of Evidence-based Programs and Practices

OTJDP
Office of Juvenile Justice and Delinquency Prevention

stopbullying.gov

Approved Whole-School Reform Model Provider for School Improvement Grants from the U.S. Department of Education—March 15, 2013

- Top-rated in the nation for improving academics, behavior and character by the U.S. Department of Education, What Works Clearinghouse.
- Academic—14+ percentile points (reading and math test scores, retentions, absenteeism).
- Behavior—19+ percentile points (drug, alcohol and tobacco use, violence and suspensions).
- Endorsed as a comprehensive instructional approach to academics, behavior and character, which works for the general as well as special education students by the Council of Administrators of Special Education. Met or exceeded all of the criteria on the CASE rubric.
- Endorsed as a Select Program by Collaborative for Academic, Social and Emotional Learning (CASEL)—2013 Guide
- Recognized as a Model Program by Blueprints for Healthy Youth Development. Met all of the scientific standards and demonstrates effectiveness for changing behavior and developmental outcomes. Is recommended for large scale implementation, e.g., state- or national-level initiatives and system adoption.
- Listed on SAMHSA's National Registry of Evidence-based Programs and Practices List. A former CSAP Model Program. Re-reviewed April 2015
- Recognized as an Effective Model Program with strong evidence for the outcomes they claim (violence, bullying, substance use, other problem behaviors and academics) with the U.S. Department of Justice (DOJ), Office of Justice Programs' (OJP), CrimeSolutions.gov for the Office of Juvenile Justice Delinquency and Prevention (OJJDP).
- Identified through the listing of evidence-based program directories for bullying prevention programs on the stopbullying.gov website. Directories are: Blueprints, FindOutSide.gov, NREPP and DOJ, all of which Positive Action is included.
- Recognized as a Model Program with a Strong Evidence rating by the National Dropout Prevention Center.

How Do You Empower Greatness?

With Content


- + An Intuitive Philosophy
- + A Think + Act + Feel + Circle

With Tools

- + Pre K-12 Curriculum Instruction kits
 - + Bullying, Substance Use and Conflict Resolution Supplement Kits
- + Climate Development kits
- + Counselor Kit
- + Family Kit
- + Community Kit

With Climate

- + A positive learning and growing climate

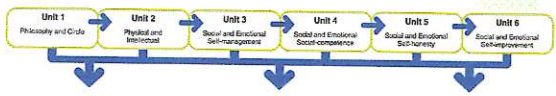


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The Content is Taught Through Six Units

+ All program components are based on same six units:


- + Unit 1 provides the conceptual foundation (i.e., philosophy) for the other five units.
- + Units 2-6 include positive actions for the whole self: physical, intellectual, social and emotional.



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Unit 1: Philosophy

- + Philosophy
- + Think + Act + Feel + Circle
- + Skills or Positive Actions
- + Self-Concept



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Philosophy

You feel good about
yourself
when you do positive
actions

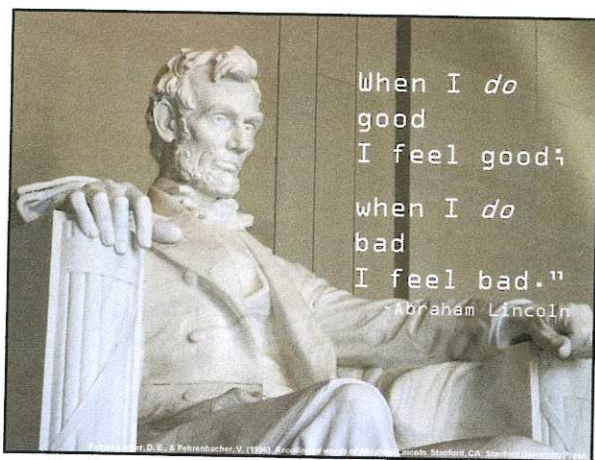
and

there is a positive way
to do everything.



When I *do*
good
I feel good;
when I *do*
bad
I feel bad."

Abraham Lincoln



The Philosophy as Illustrated
by a Circle

The Think + Act + Feel + Circle




Thoughts lead to Actions lead to Feelings about
Actions and Feelings lead to more Thoughts.

The Circle can be positive or

The Circle Explains Behavior

Behavior is a whole process




For lasting behavior change, use the whole process.

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The Philosophy Explains Motivation

Extrinsic Motivation—The reward is something given to us externally.

Intrinsic Motivation—The reward is the good feeling we get internally.



One of our greatest needs is to feel good about ourselves.
This need is a very powerful motivator!

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The Philosophy Explains Character

Positive/Good/Right are values

Negative/Bad/Wrong are values

The positive circle = positive character

The negative circle = negative character




Our values represent our character.
We do what we value.
We value doing positive actions in order to feel good about ourselves.

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Philosophy: There Is a Positive Way to Do Everything
 ...to be optimistic, hopeful and resilient.

It is *always* better to be positive than negative.

You can't always control what



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Skills for Greatness Checklist

<input type="checkbox"/> Seeing the good in things	<input type="checkbox"/> Not making excuses	<input type="checkbox"/> Being able to solve problems well
<input type="checkbox"/> Exercising	<input type="checkbox"/> Saying nice things to others	<input type="checkbox"/> Having good thinking skills
<input type="checkbox"/> Managing actions	<input type="checkbox"/> Having courage to try	<input type="checkbox"/> Telling others the truth
<input type="checkbox"/> Showing appreciation	<input type="checkbox"/> Making good choices	<input type="checkbox"/> Managing possessions
<input type="checkbox"/> Learning that there is a positive way to do everything	<input type="checkbox"/> Managing talents	<input type="checkbox"/> Believing in your potential
<input type="checkbox"/> Making good decisions	<input type="checkbox"/> Respecting others	<input type="checkbox"/> Avoiding harmful substances
<input type="checkbox"/> Managing feelings	<input type="checkbox"/> Knowing your strengths and weaknesses	<input type="checkbox"/> Understanding that positive thoughts lead to positive actions, that lead to positive feelings about yourself, that lead to more positive thoughts
<input type="checkbox"/> Getting enough sleep and rest	<input type="checkbox"/> Managing money	<input type="checkbox"/> Telling yourself the truth
<input type="checkbox"/> Not blaming others	<input type="checkbox"/> Showing empathy	<input type="checkbox"/> Managing energy
<input type="checkbox"/> Showing personal cleanliness	<input type="checkbox"/> Turning problems into opportunities	<input type="checkbox"/> Showing cooperation
<input type="checkbox"/> Being motivated to learn	<input type="checkbox"/> Refusing to abuse (engage in unhealthy food, substances, behaviors)	<input type="checkbox"/> Persisting
<input type="checkbox"/> Avoiding bullying	<input type="checkbox"/> Treating others the way you want to be treated	<input type="checkbox"/> Having good study habits
<input type="checkbox"/> Setting intellectual goals	<input type="checkbox"/> Showing fairness	<input type="checkbox"/> Refusing to rationalize
<input type="checkbox"/> Managing time	<input type="checkbox"/> Avoiding illnesses	<input type="checkbox"/> Maintaining good dental hygiene
<input type="checkbox"/> Setting physical goals	<input type="checkbox"/> Learning that you feel good about yourself when you do positive actions	<input type="checkbox"/> Showing kindness
<input type="checkbox"/> Being in touch with reality	<input type="checkbox"/> Managing thoughts	<input type="checkbox"/> Setting social and emotional goals
<input type="checkbox"/> Maintaining good nutrition		
<input type="checkbox"/> Broadening your horizons		

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Unit 2: Positive Actions for a Healthy Body and Mind

+ Physical Positive Actions	+ Intellectual Positive Actions
+ Exercising	+ Solving problems well
+ Keeping clean	+ Making good decisions
+ Eating nutritiously	+ Being motivated to learn
+ Maintaining good dental health	+ Having good thinking skills
+ Avoiding illnesses	+ Having good study habits
+ Avoiding harmful substances	+ Valuing learning
+ Refusing to abuse	
+ Getting enough sleep and rest	



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Unit 3: Self Management

+ Managing Yourself Responsibly

- + Managing thoughts
- + Managing actions
- + Managing feelings
(love, anger, worry, jealousy, feelings of pride, fear, loneliness, discouragement, thankfulness)
- + Managing time
- + Managing energy
- + Managing money
- + Managing possessions
- + Managing talents



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Unit 4: Social Skills

+ Getting Along with Others

- + Treating others the way you want to be treated
- + Seeing the good in others
- + Respecting others
- + Saying nice things to others
- + Showing appreciation
- + Showing empathy
- + Showing fairness
- + Showing kindness
- + Showing cooperation
- + Avoiding bullying



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Unit 5: Self Honesty

+ Being Honest with Yourself and Others

- + Being in touch with reality
- + Telling yourself the truth
- + Telling others the truth
- + Not blaming others
- + Not making excuses
- + Not rationalizing
- + Knowing your strengths and weaknesses
- + Doing what you say you will do



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Unit 6: Self Improvement

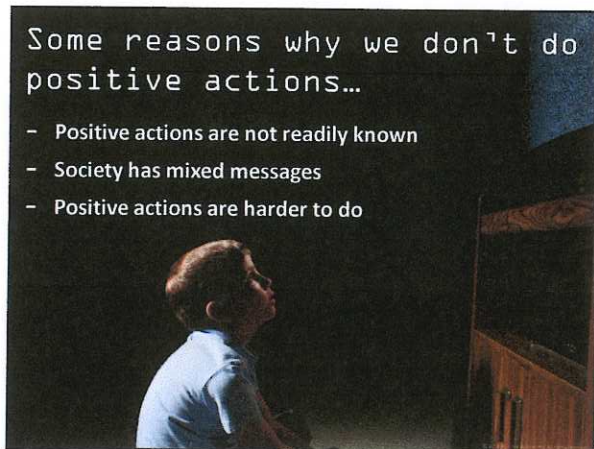
+ Improving Yourself Continually

- + Setting physical goals
- + Setting intellectual goals
- + Setting social and emotional goals
- + Believing in your potential
- + Having courage to try
- + Turning problems into opportunities
- + Persisting
- + Broadening your horizons



Some reasons why we don't do positive actions...

- Positive actions are not readily known
- Society has mixed messages
- Positive actions are harder to do

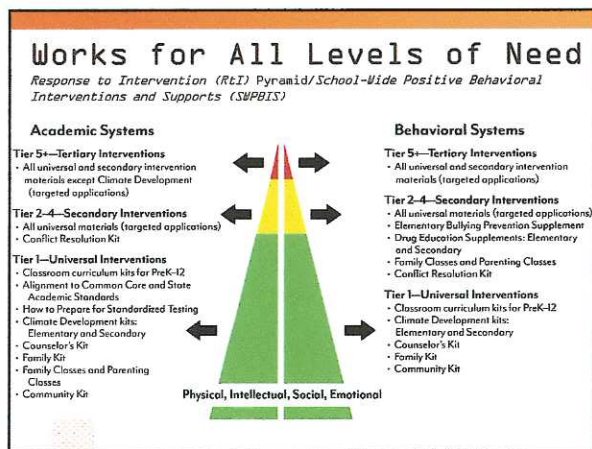
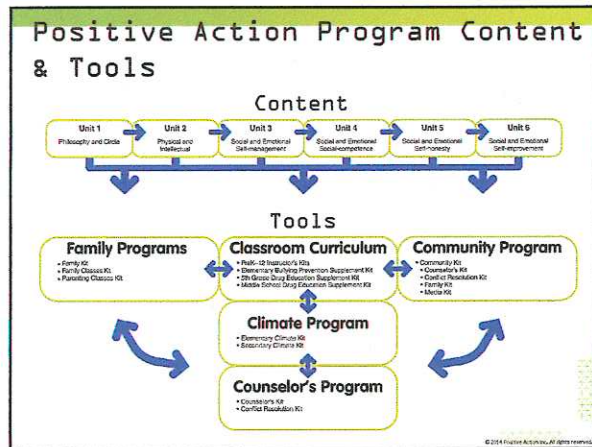


The Tools

+ Flexible, comprehensive and completely prepared tool kits for the entire school community:

- + Pre K-12 Curriculum
- + Elementary Bullying Prevention
- + Elementary & Secondary Drug Education
- + Conflict Resolution
- + Climate Development
- + Counseling
- + Family
- + Community





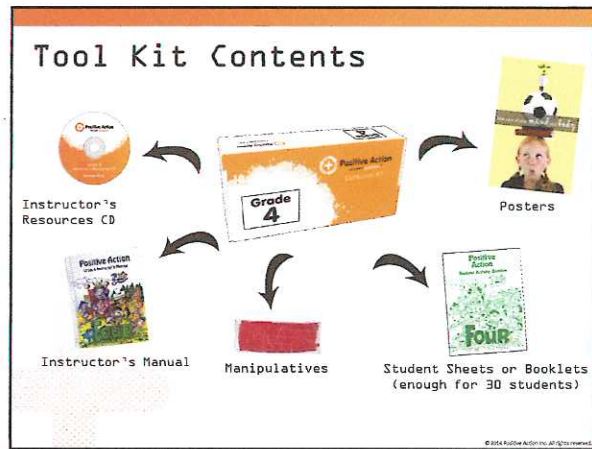
Elementary Tool Kits

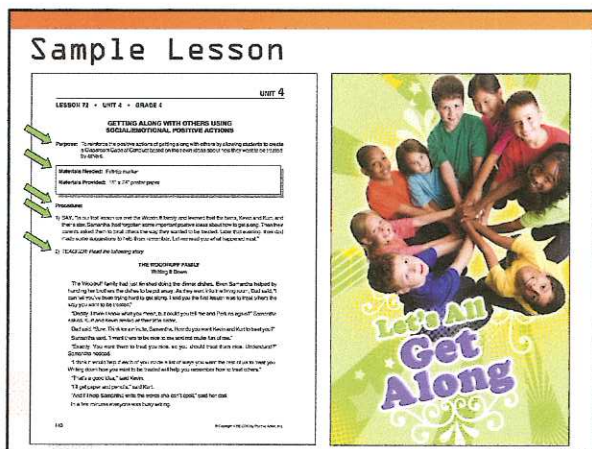
Engaging and ready-to-go:

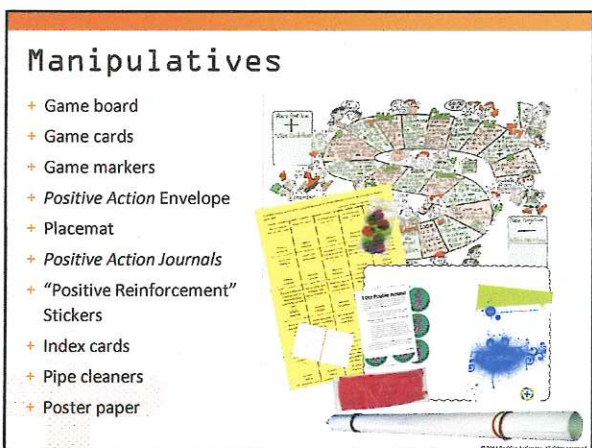
- Pre K: 130 five-minute engaging, scripted lessons
- K-6: 140 15-minute engaging, scripted lessons
- All lesson materials pre-provided for a classroom of 30 students
- A variety of lesson strategies and methodologies:
- Puppets, games, poems
- Role-playing, stories
- Plays, discussions, journals
- Music, stickers
- Colorful, interactive posters

Grade 1 Instructor's Tool Kit

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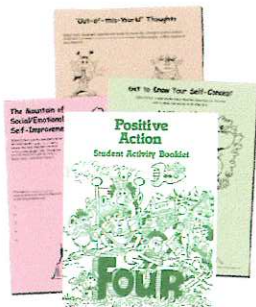






Student Activity Booklets

- + 31 unique student activity sheets used in the lessons throughout the manual
- + Activity sheets are coded: LESSON-UNIT-GRADE (ex. Lesson 1, Unit 1 for Grade 4: 1-1-4)
- + 30 copies in each kit



(Note: All posters and visual aids are coded in the same way.)

Posters

- + Multiple full-color posters at every grade level
- + Posters are coded: LESSON-UNIT-GRADE (ex. Lesson 8, Unit 2 for Grade 4: 8-2-4)



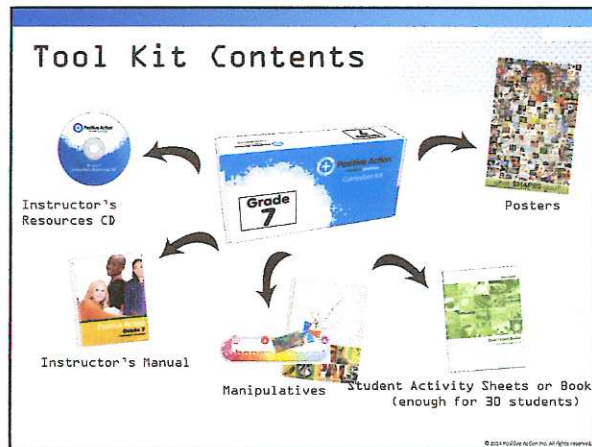
Middle School Tool Kits

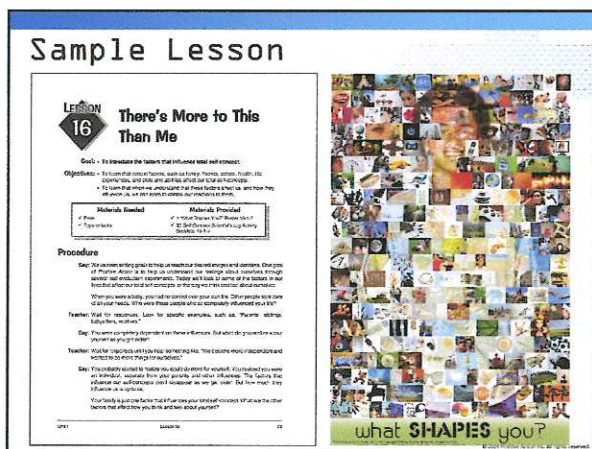
Engaging and ready-to-go:

- + Student activity booklets, journals and materials (30)
- + 15-20-minute, scripted lessons
 - + Grade 6: Units 1-6, 140 lessons
 - + Grade 7: Units 1-3, 82 lessons
 - + Grade 8: Units 4-6, 82 lessons
- + A variety of teaching strategies and methodologies:
 - + Posters, games, manipulatives
 - + Stories, discussion, radio scripts and role-playing



Grade 7 Instructor's Tool Kit







Student Activity Booklets

- + There are 35 student activity sheets used in the lessons throughout the manual.
- + Activity sheets are coded: LESSON-UNIT-GRADE (ex. Lesson 1, Unit 1 for Grade 7: 1-1-7)



(Note: All posters and visual aids are coded in the same way.)

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Posters

- + Multiple full-color posters at every grade level
- + Posters are coded: LESSON-UNIT-GRADE (ex. Lesson 8, Unit 2 for Grade 7: 8-2-7)



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High School Tool Kits

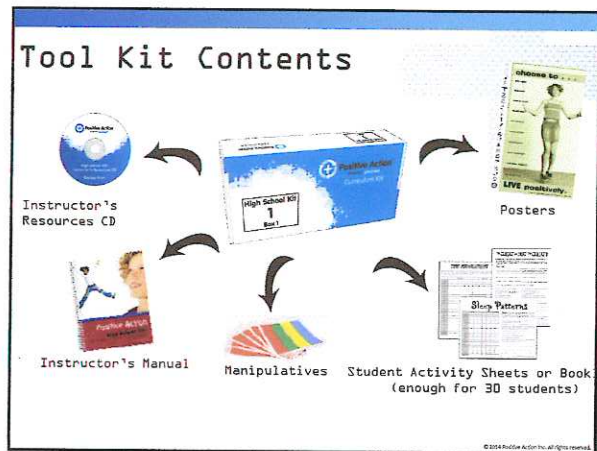
Engaging and ready-to-go:

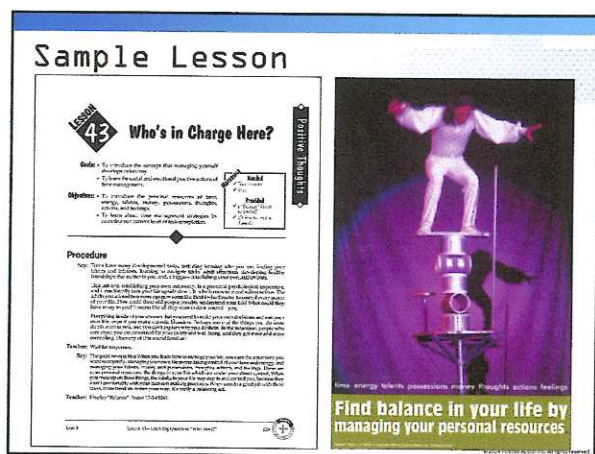
- + **Student Materials:** pre-prepared activity sheets, journals, Student Texts for 30 students
- + **132 15-minute, scripted lessons**
 - + Kit 1—Life's Big Question: "Who Am I?"
 - + Kit 2—Lives on the Line Play
 - + Kit 3—Projects for Teens
 - + Kit 4—Two options: Peer Instruction/Mentoring or Family Simulation
- + **A variety of teaching strategies and methodologies:**
 - + Role-playing, stories, posters
 - + Activities, games, projects
 - + Peer mentoring and discussion

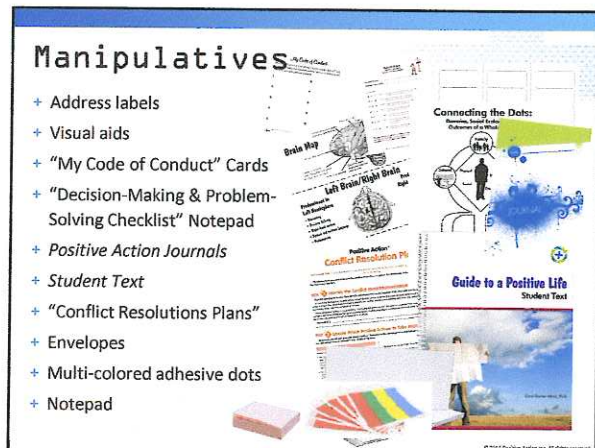


High School Kit 2—Lives on the Line Play Instructor's Tool Kit

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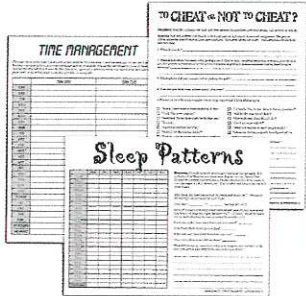






Student Activity Sheets

- + 24 student activity sheets used in the lessons throughout the manual
- + Activity sheets are coded: LESSON-UNIT-GRADE (ex. Lesson 1, Unit 1 for High School Kit I: 1-1-HSKI)
- + 30 copies in each kit




(Note: All posters and visual aids are coded in the same way.)

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Posters

- + Multiple full-color posters at every grade level
- + Posters are coded: LESSON-UNIT-GRADE (ex. Lesson 8, Unit 2 for High School Kit I: 8-2-HSKI)




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Bullying Prevention Supplement Tool Kit

21 30-minute lessons

Teaches that bullying is a negative action

- + 30 Student Activity Booklets
- + Continuous story
- + Posters
- + Positive Behavior Plans and Celebrations
- + Stands alone or used with curriculum kits



Elementary Bullying Prevention Supplement Tool Kit

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Drug Education Supplement Tool Kits

Elementary Drug Kit
 Teach that substance use is a negative activity

- 18 15-minute lessons
- 30 Student activity booklets, posters and games

Secondary Drug Kit

- 30 20-minute lessons
- 30 Student activity booklets and play script booklets, posters, music and games
- Stands alone or used with curriculum kits



Elementary Drug Education Supplement Tool Kit

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Climate Development Tool Kits

Elementary Climate Kit
 Provide positive reinforcement

- Principal's Manual
- "Words of the Week" Cards
- "ICU (I See You Doing Something Positive)" Box
- Stickers
- Assemblies

Secondary Climate Kit

- Principal's Manual
- Buzz Words
- "SOS (Salute Our Students)" Box
- "PALS (Positive Action Leaders) Club"
- Assemblies



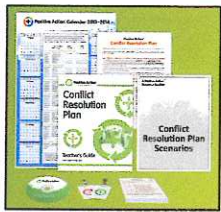
Secondary Climate Development Tool Kit

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Conflict Resolution Tool Kit

Conflict Resolution Kit
 For individuals, small groups, classrooms and families

- Conflict Resolution Teacher's Guide
- "Conflict Resolution Plans"
- Conflict Resolution Plan Scenarios
- "Decision-Making and Problem-Solving Checklist" Notepads



Conflict Resolution Tool Kit

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Counselor's Tool Kit

For individuals, small groups, classrooms
and families

Counselor's Kit

- + Counselor's Manual
- + Positive Actions for Living Manual
- + 42 30-minute lessons
- + Topical Guide
- + Stickers, posters, games, music
- + Positive Behavior Plans
- + Positive Behavior Celebrations
- + Conflict Resolution Kit



Counselor's Tool Kit

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Parent and Family Tool Kits

Engaging Parents and Families at Home

Family Kit – The basis of all classes

- + 42 30–45-minute lessons
- + Materials for six individuals

Family Classes Instructor's Kit

- + Seven two-hour classes teach families how to use the Family Kit at home.

- + Condensed Family Classes Kit
- + Parenting Classes Kit
- + Condensed Parenting Classes Kit
- + Condensed Family Kit



Family Classes Instructor's Tool Kit

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Community Tool Kit

Engaging and Linking Community Partners

Involves the community in doing community-wide events plus projects for all community groups.

- + Community Manual
 - + Community event planning
 - + Community sub-group planning
- + Includes other Tool Kits:
 - + Conflict Resolution Kit
 - + Counselor's Kit
 - + Family Kit
 - + Media Training Workshop Kit




Community Tool Kit

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The Climate Goals

- + To create a place where everyone wants to be. It's:
 - + Positive
 - + Safe
 - + Inclusive
 - + Involving
- + Where positive actions are:
 - + Modeled & Practiced
 - + Recognized & Reinforced
 - + Creating new experiences
 - + Contributing to the climate

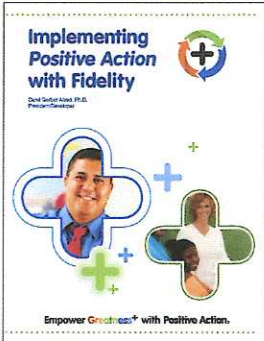


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Implementation

4 Steps:


- ✓ Plan
- ✓ Prepare
- ✓ Implement
- ✓ Assess



Empower Greatness® with Positive Action.

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Positive Actions for Greatness



Positive Equals Great

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Let's Work Together and
Create a Positive
World!



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More Information



Positive Action™
empower greatness+

Contact:
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j.allen@positiveaction.net
greg.munson@positiveaction.net
carolyn@positiveaction.net
www.positiveaction.net

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Costs

Products

- + **Pre K–12 Curriculum Instruction Kits**
 - + Pre K and Kindergarten: \$450 each
 - + Grades 1–6: \$400 each
 - + Grades 7–8: \$450 each
 - + High School Kits 1–4: \$450 each
- + **Supplement Kits**
 - + Elementary Bullying and Elementary Drug Education: \$250 each
 - + Secondary Drug Education: \$450
 - + Conflict Resolution: \$75
- + **Climate Development Kits: \$450 each**
- + **Counselor's Kit: \$200**
- + **Family Kits**
 - + Family Kit: \$100
 - + Family Classes: \$1450
 - + Parenting Classes: \$980
- + **Community Kit: \$550**

Costs

Training

✦ Orientation Implementation Training

- ✦ On-Site/Face-to-Face: \$3,000/day plus travel expenses
- ✦ Online/Webinar: \$300/hour
- ✦ *Self-Training Workshop Kits*:
 - ✦ Elementary (Pre K-6), Middle School (6-8), High School (9-12): \$550 each
 - ✦ Pre K-12 Comprehensive: \$1500
- ✦ Train the Trainer: \$3,000/day plus travel expenses and the appropriate *Self-Training Workshop Kit(s)*

✦ Ongoing and Media

- ✦ Costs are the same as Orientation options plus the cost of *Self-Training Ongoing In-Service* and *Media Training Workshop Kits*:
 - ✦ Ongoing In-Service Workshop: \$300
 - ✦ Media Training Workshop: \$200

✦ Professional Development

- ✦ Costs are the same as Orientation options plus the cost of the grade-level appropriate *Self-Training Orientation Kit(s)*, *Ongoing In-Service* and *Media Training Workshop Kits*
